

Transition Services

This area of the IEP form is used to record the plan for a coordinated set of activities and/or strategies that will address the student's transition service needs in each of the seven Transition Service Areas.

Examples by Service Area

TRANSITION SERVICE AREA	TRANSITION SERVICES NEEDED TO ASSIST THE STUDENT IN MEETING POSTSECONDARY GOALS (include timeline for achievement)	PERSON OR AGENCY RESPONSIBLE	ANNUAL GOAL # (if necessary)
Instruction	What academic/lifelong learning skills are necessary for the student to complete needed courses, succeed in the general curriculum and gain needed skills? This should include not only academics, but functional competencies which will help the student benefit from a range of educational and learning opportunities, e.g., safety procedures, self-advocacy skills.		
	Learn about the American with Disabilities Act (ADA) during the 11 th grade	Sped Teacher	2
	Describe his/her disability and self-advocate during the 11 th grade	Student and Sped Teacher	2
	Use various communication modes (e-mail, voicemail, etc.) by the end of 2008-2009 school year	Parent	1
	Demonstrate personal safety (stranger danger, sexually transmitted diseases, etc.) by the end of graduation	School Counselor	3
	If appropriate, take a General Education Development (GED) pre-test by the end of 2007	Sped Teacher	
Employment	What instructional activities, techniques, and services will the student need to help him/her find a desired job or career? The school, businesses, or others can provide the activities and services that the student needs. Some students may need to work on basic employee behaviors to succeed in the workplace such as staying on task, responding appropriately to instructions, and working under pressure. Workplace readiness skills may be gained through part-time (supported or non-supported) employment or involvement in a School to Work program.		
	Participate in two job shadow experiences in different industries during the 11 th grade	Sped Teacher and Student	2
	Complete two practice job interviews during the 11 th grade	Sped Teacher and Parent	2
	Participate in career counseling to learn about job options	Counselor	2
	Work with father during the summers, remodeling and installing gutters	Parent	3
	Learn job skills (first impressions, timeliness, communication, time cards)	Sped Teacher and Employer	1
Community Experiences	What experiences in the community would benefit the student as he/she prepares for life after high school? What organizations and activities in the community would the student enjoy? Recreation activities and team or individual sports may be relevant in this area. Job shadowing, shopping, visiting colleges, opening a bank account and taking responsibility for routine appointments can also be included.		
	Attend a variety of community events (e.g., craft show, concert, ball game) each year	Parent	1
	Participate in three class field trips before graduation	Classroom Teacher	2
	Volunteer at least one afternoon in two different community organizations by the end of the 2008-2009 school year	Parent and Sped Teacher	

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Post-School Adult Living	What competencies will the student need to live as independently as possible? These might include: learning how to apply for college financial aid, voting, paying taxes, renting a home, accessing medical services, passing driver's test, buying a car, completing a vocational rehabilitation referral to determine eligibility for tuition assistance for college, self-advocacy skills at work, etc.		
	Meet with Vocational Rehabilitation (VR) counselor during senior year	Student and VR	3
	Identify health care providers and become informed about sexuality and family planning issues by age 18	Parent	
	Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, Medicare) during senior year	Parent and VR	1
	Assume responsibility for health care needs (making appointments, filling and taking prescriptions, etc.) by graduation	Student	
Related Services	What related services will be needed beyond school? If the student may need rehabilitation counseling, orientation and mobility, physical therapy, assistive technology, etc, the school should identify and link the student with adult agencies or providers before the student leaves school.		
	Register to vote and for selective service (if male) at age 18	Student	
	Orientation and Mobility evaluation will be conducted by the end of the 2008-2009 academic year	Student and Sped teacher	2
	Pursue and use local transportation options <i>outside of family</i> during 2008-2009 school year	Parent and Student	2
	Explore legal status with regards to decision making prior to age of majority	Parent	
Daily Living Skills (if appropriate)	Daily living skills are those activities which adults do every day (e.g., preparing meals, budgeting, maintaining a home, paying bills, scheduling appointments).		
	Take cooking classes and practice cooking skills during each year of high school	Counselor and Parent	3
	Do laundry independently by the end of the 2006-2007 school year	Parent and Student	
	Practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.) on an ongoing basis before graduation	Student, Sped Teacher, and Parent	1
	Use independent living skills, e.g., budgeting, shopping, cooking, and housekeeping during year prior to graduation	Parent	

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Functional Vocational Assessment	Does the IEP team need information about student aptitudes and skills in relation to job and career interests? A functional vocational assessment is information gathered through situational assessment, observations, surveys, interviews, or formal measures, and focuses on practical skills related to job/career aptitudes and skills. Information can be collected about personal social interactions, ability to manage money, mobility, personal hygiene, following directions, ability to complete a task, etc. This assessment may be undertaken by an outside agency or school staff.		
	Gather information from a designated situational vocational assessment site in the community prior to last year of high school	Student and Local Sheltered Workshop Staff	
	Arrange assessment of fine motor skills during final year of high school	Occupational therapist	2



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Montana
Office of Public Instruction
Denise Juneau, State Superintendent